

# Paterson Public Schools

## PROFESSIONAL PRACTICE FRAMEWORK

# Teacher Specialist Type I



### Assessment & Intervention

*Learning, behavior, and social emotional supports*

#### LDT-C

Learning Disabilities Teacher Consultant

#### Behaviorist

Behavior Analyst

#### PIRT

Pupil Intervention and Referral Team

#### SEL

Social Emotional Learning Specialist



### Counseling & Student Services

*Individual, family, and case management supports*

#### Counselor

School Counselor

#### Social Worker

School Social Worker

#### SAC

Student Assistance Counselor

#### BD

Behavioral Disabilities Specialist



### Health & Physical Wellness

*Medical, motor, and athletic supports*

#### Nurse

School Nurse

#### OT

Occupational Therapist

#### PT

Physical Therapist

#### Athletic Trainer

Certified Athletic Trainer



### Communication & Psychological

*Speech, language, and psychological evaluation supports*

#### Speech

Speech and Language Pathologist

#### Psychologist

School Psychologist

## Framework Overview

The **Teacher Specialist (Type I) Professional Practice Framework** outlines the expectations for specialists who support student success through consultation, coordination of services, and targeted interventions. Some examples of these roles include but is not limited to:

Athletic Trainer
Behavioral Disability (BD) Counselor
Behaviorist/ Teacher Intervention Referral Specialist
Preschool Intervention and Referral Team /Early Childhood PIRT
Early Childhood Social Worker
Learning Disabilities Teacher-Consultant /LDT-C Rubric
Nurse
Occupational Therapist/ Physical Therapist
Psychologist

Teacher Specialists work collaboratively with educators, families, and support teams to address academic, behavioral, social-emotional, and wellness factors that influence student access to learning.

The framework is organized into **four domains of professional practice** that reflect the core responsibilities of the role:

- **Domain 1: Planning and Preparation:** Understanding student needs, aligning services to individual plans, and preparing systems that support effective service delivery.
- **Domain 2: Service Environment and Professional Practice:** Establishing safe, respectful, and organized environments that support student access to services.
- **Domain 3: Service Delivery and Student Impact:** Delivering responsive, evidence-based services and monitoring progress to improve student outcomes.
- **Domain 4: Professional Responsibility and Collaboration:** Maintaining accurate documentation, collaborating with staff and families, advocating for students, and contributing to professional growth and improvement efforts.

## Performance Levels

The rubric uses four performance levels — Unsatisfactory, Basic, Proficient, and Distinguished — to describe progression of practice:

<b>Unsatisfactory</b>	Practice does not meet the expectations of the role. Instruction, classroom environment, or professional responsibilities are incomplete, ineffective, or inconsistent and may negatively impact student learning.
<b>Basic</b>	Practice demonstrates partial or developing implementation of expectations. Some aspects of effective teaching are evident, but practice may be inconsistent, reactive, or require additional guidance.
<b>Proficient</b>	Practice meets the expectations of the role. Instruction, learning environments, and professional responsibilities are implemented consistently and effectively, supporting student learning and development.
<b>Distinguished</b>	Practice reflects a high level of effectiveness and leadership. The teacher consistently demonstrates strong professional judgment, contributes to collaborative learning communities, and strengthens practices that improve student outcomes across the school.

Evaluators consider multiple sources of evidence: including observation, artifacts, data analysis, communication, collaboration, and documented outcomes — when assessing performance. This framework supports both professional growth and evaluation, ensuring that teaching practice contributes to improved outcomes for all students.

## Sources of Evidence

The Sources of Evidence tables included with each component support evaluators in identifying appropriate evidence when assessing teacher practice. Because teaching extends beyond any single observation, evidence of practice may be drawn from multiple sources across the school year.

Evidence categories provide examples of where evaluators may gather information that demonstrates performance related to each component of the rubric. Evidence may include, but is not limited to:

- **Observation:** Direct observation of instruction, planning conversations, interactions with students or colleagues, or participation in meetings.
- **Artifact:** Professional documents such as lesson and unit plans, instructional materials, assessments, rubrics, or student work samples.
- **Data Analysis:** Review of relevant student indicators such as attendance, achievement, formative assessment results, or social-emotional data used to inform instruction.
- **Communication:** Professional communication with students, families, colleagues, or administrators related to student learning, instructional decisions, or progress.
- **Collaboration:** Participation in Professional Learning Communities (PLCs), grade-level or department teams, coaching cycles, or coordinated planning.
- **Outcome Evidence:** Evidence that instruction, environment, or professional contributions contribute to improved student learning, engagement, growth, or well-being.

Evidence Type	Purpose
Observation	What the evaluator sees in practice
Artifact	Documents or materials created
Data Analysis	System-generated student or program data
Communication	Information shared with students, families, or colleagues
Collaboration	Participation in teams or coordination
Outcome Evidence	Evidence of student progress or program impact

## District Goal Alignment

Each component is aligned to one of the four Paterson Public Schools Strategic Plan 2025-2030 goals, supporting district-wide priorities through classroom-level practice:

- **Goal 1** — Advance Instructional Excellence by Cultivating a High-Performing Workforce
- **Goal 2** — Empower Data-Driven Decision Making and Accountability
- **Goal 3** — Ensure Operational Effectiveness and Fiscal Stability
- **Goal 4** — Strengthen Family and Community Partnerships

*This alignment ensures that teaching practice contributes directly to district priorities while supporting the academic and personal success of every student.*

<b>Teacher Framework</b>	<b>Teacher Specialist Type I</b>	<b>Teacher Specialist Type II</b>
<b>Domain 1 – Planning and Preparation</b>	<b>Domain 1 – Planning and Preparation</b>	<b>Domain 1 – Planning and Preparation</b>
1a Applying Knowledge of Content and Pedagogy (2)	1a Knowledge of Students and Individual Plans (2)	1a Knowledge of Students, Learning Environment, and Support Programs (2)
1b Knowing and Valuing Students (2)	1b Knowledge of Role-Specific Practices (2)	1b Knowledge of Climate, Culture, and Student Support Systems (2)
1c Setting Instructional Outcomes (2)	1c Goal Setting Aligned to Student Needs (2)	1c Goal Setting Aligned to Student Needs and District Priorities (2)
1d Using Resources Effectively (1)	1d Preparation of Materials, Tools, and Systems (1)	1d Use of Data Systems, Tools, and Resources (1)
1e Planning Coherent Instruction (2)	1e Compliance with Federal, State, and Local Requirements (1)	1e Compliance, Timeliness, and Documentation Integrity (1)
1f Designing and Analyzing Assessments (2)	1f Evidence Design and Outcome Measures (2)	1f Evaluation of Support Systems and Impact (2)
<b>Domain 2 – Learning Environments</b>	<b>Domain 2 – Service Environment and Professional Practice</b>	<b>Domain 2 – Culture, Collaboration, and Climate Leadership</b>
2a Cultivating Respectful and Affirming Environments (2)	2a Safe, Respectful, and Inclusive Service Environment (2)	2a Creating a Culture of Respect, Trust, and Shared Responsibility (2)
2b Fostering a Culture for Learning (2)	2b Establishing and Maintaining Routines and Procedures (2)	2b Collaboration and Continuous Improvement Structures (2)
2c Maintaining Purposeful Environments (2)	2c Managing Time, Space, and Caseload (2)	2c Advancing Equity, Access, and Inclusive Support Practices (2)
2d Supporting Positive Student Behavior (2)	2d Professional Boundaries and Ethical Conduct (1)	2d Communication and Coordination Systems (1)
2e Organizing Spaces for Learning (2)	2e Organizing Service Space and Access to Supports (2)	2e Organizing Service Space and Access to Supports (2)
<b>Domain 3 – Learning Experiences</b>	<b>Domain 3 – Service Delivery and Student Impact</b>	<b>Domain 3 – Delivery of Support and Coaching</b>
3a Communicating About Purpose and Content (3)	3a Responsiveness to Student Needs (3)	3a Using Multi-Source Evidence to Guide Coaching and Support (3)
3b Using Questioning and Discussion Techniques (3)	3b Use of Evidence-Based Practices (3)	3b Providing Actionable, Evidence-Based Support and Feedback (3)
3c Engaging Students in Learning (3)	3c Engagement of Students and Families (3)	3c Goal Setting for Instructional Leadership (implementation and alignment) (3)
3d Using Assessment for Learning (3)	3d Monitoring Progress and Adjusting Services (3)	3d Leading Professional Learning and Coaching Cycles (3)
3e Responding Flexibly to Student Needs (3)	3e Documentation of Service Delivery and Outcomes (3)	3e Monitoring and Adjusting Instructional Support Based on Impact (3)
<b>Domain 4 – Principled Teaching</b>	<b>Domain 4 – Professional Responsibility and Collaboration</b>	<b>Domain 4 – Professional Responsibility, Systems, and Results</b>
4a Engaging in Reflective Practice (2)	4a Accurate Documentation, Reporting, and Integrity (1)	4a Reflecting on Practice and Impact (2)
4b Documenting Student Progress (1)	4b Collaboration with Staff and Families (2)	4b Maintaining Accurate, Timely, and Ethical Records and Data Systems (1)
4c Engaging Families and Communities (2)	4c Advocacy for Students and Equity (2)	4c Communicating and Collaborating with Stakeholders (2)
4d Contributing to School Community and Culture (1)	4d Reflection on Practice and Professional Learning (2)	4d Engaging in Professional Growth and Leadership Contribution (1)
4e Growing and Developing Professionally (2)	4e Contribution to School Culture and Improvement (2)	4e Demonstrating Professional Conduct and Ethical Leadership (1)
4f Acting in Service of Students (3)	4f Using Evidence of Outcomes to Guide Continuous Improvement (3)	4f Using Evidence to Demonstrate Results and Guide Continuous Improvement (3)

## DOMAIN 1

# Planning and Preparation

### Focus

Identifying and responding to individual student needs through coordinated planning, individualized support plans, and data-informed decision making in service of equitable access to supports.

## 1a Knowledge of Students and Individual Plans

Unsatisfactory	Basic	Proficient	Distinguished
<i>The teacher specialist demonstrates insufficient knowledge of students and their individual plans to support service delivery or student progress.</i>	<i>The teacher specialist's knowledge of students and their individual plans partially supports service delivery and student progress.</i>	<i>The teacher specialist's knowledge of students and their individual plans supports responsive service delivery and student progress.</i>	<i>The teacher specialist's deep knowledge of students and their individual plans drives proactive, coordinated supports that advance student outcomes across the school.</i>
<b>Critical Attributes</b>			
<b>Knowledge of Individual Student Needs and Barriers</b>			
<i>The teacher specialist does not identify, or is unaware of, the individual needs of students on the caseload and the barriers that affect their learning or access to services.</i>	<i>The teacher specialist identifies some individual student needs and barriers to learning, but knowledge is incomplete or inconsistent across the caseload.</i>	<i>The teacher specialist accurately identifies individual student needs and the barriers that affect learning and access to services, and uses this knowledge to plan supports.</i>	<i>The teacher specialist demonstrates deep, ongoing understanding of each student's needs and barriers, anticipating challenges and adjusting supports proactively before issues escalate.</i>
<b>Familiarity with Individual Support Plans</b>			
<i>The teacher specialist is unfamiliar with students' IEPs, 504 plans, IFSPs, health care plans, or counseling plans, or fails to reference them when planning services.</i>	<i>The teacher specialist is familiar with most students' individual plans but applies them inconsistently or with limited fidelity to documented goals and services.</i>	<i>The teacher specialist is familiar with students' individual plans and uses them to align service delivery with documented goals, accommodations, and required services.</i>	<i>The teacher specialist has comprehensive knowledge of individual plans across the caseload, integrates them with related supports, and uses them to coordinate services across providers.</i>
<b>Use of Data to Identify Students Requiring Support</b>			
<i>The teacher specialist does not use attendance, behavioral, academic, or social-emotional data to identify students requiring additional supports.</i>	<i>The teacher specialist uses limited data sources to identify students requiring supports; trend analysis or pattern recognition is partial or inconsistent.</i>	<i>The teacher specialist analyzes attendance, behavioral, academic, and social-emotional data to identify students who need additional supports and to inform service planning.</i>	<i>The teacher specialist triangulates multiple data sources to identify emerging student needs early, recognizes patterns across the caseload, and uses this analysis to drive coordinated intervention planning.</i>

Unsatisfactory	Basic	Proficient	Distinguished
<b>Coordination of Services Across Providers</b>			
<i>The teacher specialist does not coordinate with families, teachers, or support staff regarding student needs, resulting in disconnected or duplicative services.</i>	<i>The teacher specialist coordinates with some staff or families regarding student needs, but communication is inconsistent and service coordination is partial.</i>	<i>The teacher specialist communicates with families, teachers, and support staff regarding student needs, and contributes to coordinated service plans through CST and multidisciplinary meetings.</i>	<i>The teacher specialist leads coordination of services across providers, integrating input from families, teachers, and specialists into cohesive, individualized support plans that advance student progress.</i>

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
<b>1a. Knowledge of Students and Individual Plans</b>	Teacher specialist providers discussing student needs and barriers to learning; observation of planning discussions addressing student supports	IEP, 504, and IFSP plans; individual student support plans; counseling plans; health care plans documenting identified needs and services	Attendance trend analysis identifying chronic absenteeism patterns; behavioral incident analysis identifying risk indicators; academic progress monitoring identifying learning barriers; social-emotional indicator analysis identifying students requiring additional supports	Communication with families, teachers, or support staff regarding student needs and service coordination	CST meetings; multidisciplinary planning meetings reviewing student data to develop coordinated intervention plans	Evidence that support plans align with identified needs and demonstrate measurable progress in engagement, attendance, behavior, or academic participation	<b>Goal 2 — Empower Data-Driven Decision Making and Accountability</b>

## 1b Knowledge of Role-Specific Practices

Unsatisfactory	Basic	Proficient	Distinguished
<i>The teacher specialist demonstrates insufficient knowledge of role-specific practices and professional standards to deliver effective services.</i>	<i>The teacher specialist's knowledge of role-specific practices partially supports service delivery; application of professional standards is inconsistent.</i>	<i>The teacher specialist applies role-specific practices and professional standards effectively, grounding services in evidence-based approaches.</i>	<i>The teacher specialist demonstrates extensive command of role-specific practices, integrates current research into services, and contributes to advancing professional practice within the school.</i>
<b>Critical Attributes</b>			
<b>Command of Professional Standards</b>			
<i>The teacher specialist is unfamiliar with the professional standards governing the role, or fails to apply them in service delivery.</i>	<i>The teacher specialist demonstrates partial familiarity with professional standards; application to service delivery is uneven.</i>	<i>The teacher specialist consistently applies professional standards to service delivery and decision making.</i>	<i>The teacher specialist applies professional standards with sophistication, models them for colleagues, and uses them to inform school-level practice.</i>
<b>Use of Evidence-Based Intervention Frameworks</b>			
<i>The teacher specialist does not use evidence-based intervention frameworks or relies on practices lacking research support.</i>	<i>The teacher specialist uses some evidence-based frameworks, but selection and implementation are partial or inconsistent.</i>	<i>The teacher specialist selects and implements evidence-based intervention frameworks appropriate to identified student needs.</i>	<i>The teacher specialist demonstrates deep knowledge of multiple evidence-based frameworks, matches them precisely to student needs, and adapts them based on emerging research and student response.</i>
<b>Application of Service Protocols</b>			
<i>Service protocols are not followed, or the teacher specialist appears unaware of expected service procedures.</i>	<i>Service protocols are followed inconsistently; some steps are skipped or applied incorrectly.</i>	<i>Service protocols are followed accurately and consistently, ensuring reliable service delivery.</i>	<i>Service protocols are followed with fidelity and the teacher specialist contributes to refining protocols based on practice and outcomes.</i>
<b>Engagement with Current Research and Best Practices</b>			
<i>The teacher specialist does not engage with current research or updated practices in the field.</i>	<i>The teacher specialist engages with current research occasionally; application to practice is limited.</i>	<i>The teacher specialist regularly engages with current research and integrates relevant findings into service delivery.</i>	<i>The teacher specialist actively pursues current research, shares findings with colleagues, and uses emerging knowledge to refine practice across the team.</i>

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
<b>1b. Knowledge of Role-Specific Practices</b>	Observation of consultation or service delivery demonstrating application of role-specific expertise and professional standards	Professional standards documentation; service protocols; evidence-based intervention frameworks guiding services	Analysis of service or program data informing adjustments to practices and intervention strategies	Communication with colleagues regarding evidence-based approaches and service recommendations	Professional learning communities; consultation with specialists regarding best practices	Evidence demonstrating improved service delivery practices or increased effectiveness of interventions	<b>Goal 1 — Advance Instructional Excellence by Cultivating a High-Performing Workforce</b>

## 1c Goal Setting Aligned to Student Needs

Unsatisfactory	Basic	Proficient	Distinguished
<i>Service goals are not established, or are not aligned to identified student needs.</i>	<i>Service goals partially reflect identified student needs and are inconsistently measurable.</i>	<i>Service goals are clearly aligned to identified student needs and are measurable, supporting purposeful intervention planning.</i>	<i>Service goals integrate multiple data sources, are rigorously measurable, and support student autonomy and sustained progress over time.</i>
<b>Critical Attributes</b>			
<b>Alignment to Identified Student Needs</b>			
<i>Service goals do not reflect identified student needs or are absent from intervention plans.</i>	<i>Service goals partially reflect identified student needs; alignment is uneven across the caseload.</i>	<i>Service goals are clearly aligned to identified student needs documented in data and individual plans.</i>	<i>Service goals reflect comprehensive understanding of student needs, integrating academic, behavioral, social-emotional, and developmental factors.</i>
<b>Measurability and Specificity of Goals</b>			
<i>Service goals are vague, unmeasurable, or stated as activities rather than outcomes.</i>	<i>Service goals are partially measurable; some lack clear criteria for progress.</i>	<i>Service goals are specific, measurable, and include clear criteria for monitoring progress.</i>	<i>Service goals are precisely measurable, time-bound, and include benchmarks that support data-driven adjustment.</i>
<b>Use of Data to Establish Baseline and Targets</b>			
<i>Baseline data is not used to establish goals, or targets are not informed by student data.</i>	<i>Baseline data informs some goals; target setting is inconsistent.</i>	<i>Baseline data is used consistently to establish goals, and targets are calibrated to student starting points.</i>	<i>Multiple data sources inform baseline analysis; targets are ambitious yet attainable and reflect rigorous calibration to student needs.</i>
<b>Coordination of Goals Across Service Providers</b>			
<i>Goals are set in isolation; coordination with other providers is absent.</i>	<i>Goals are partially coordinated with other providers; alignment is inconsistent.</i>	<i>Goals are coordinated with other providers through team meetings to ensure cohesive intervention planning.</i>	<i>Goals are integrated across all providers serving the student, creating a unified intervention plan that maximizes coordinated impact.</i>

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
<b>1c. Goal Setting Aligned to Student Needs</b>	Observation of planning discussions establishing goals for student supports and services	Student service goals; intervention plans; counseling or therapy plans aligned to identified needs	Data analysis identifying student needs used to establish measurable support goals	Communication with staff or families regarding goals and intervention strategies	Team meetings establishing coordinated intervention goals across service providers	Evidence demonstrating progress toward established service goals and improved student outcomes	<b>Goal 2 — Empower Data-Driven Decision Making and Accountability</b>

## 1d Preparation of Materials, Tools, and Systems

Unsatisfactory	Basic	Proficient	Distinguished
<i>Materials, tools, and systems supporting service delivery are absent, disorganized, or inadequate for caseload needs.</i>	<i>Materials, tools, and systems partially support service delivery; organization is inconsistent.</i>	<i>Materials, tools, and systems are well organized and effectively support timely, efficient service delivery.</i>	<i>Materials, tools, and systems are exceptionally well designed, support proactive service delivery, and contribute to efficient practice across the team.</i>
<b>Critical Attributes</b>			
<b>Organization of Service Schedules and Case Management</b>			
<i>Service schedules and case management systems are absent or inadequate, resulting in missed or duplicated services.</i>	<i>Service schedules and case management systems exist but are inconsistently maintained or applied.</i>	<i>Service schedules and case management systems are well organized and support consistent, timely service delivery.</i>	<i>Service schedules and case management systems are highly efficient, anticipate caseload demands, and support proactive service delivery.</i>
<b>Quality and Relevance of Intervention Materials</b>			
<i>Intervention materials are absent, outdated, or inappropriate for student needs.</i>	<i>Intervention materials are available but partially aligned to student needs or evidence-based practices.</i>	<i>Intervention materials are current, relevant, and aligned to student needs and evidence-based practices.</i>	<i>Intervention materials are carefully curated, regularly updated, and adapted to maximize impact for individual students.</i>
<b>Use of Digital Documentation Systems</b>			
<i>Digital documentation systems are not used, or are used incorrectly, compromising data accuracy and access.</i>	<i>Digital documentation systems are used inconsistently; data entry or retrieval is partial.</i>	<i>Digital documentation systems are used accurately and consistently, supporting reliable record keeping and data access.</i>	<i>Digital documentation systems are leveraged strategically to support data analysis, trend identification, and coordinated case management.</i>
<b>Use of Data to Prioritize Service Delivery</b>			
<i>Service delivery is not prioritized based on caseload data; time and resources are allocated reactively.</i>	<i>Caseload data informs some service prioritization; allocation is partially data-driven.</i>	<i>Caseload data is analyzed to prioritize services, allocating time and resources to students with the greatest need.</i>	<i>Caseload data drives sophisticated prioritization, ensuring equitable and impactful allocation of services across the caseload.</i>

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
<b>1d. Preparation of Materials, Tools, and Systems</b>	Observation of organized materials and systems supporting service delivery and documentation	Service schedules; case management systems; intervention materials; digital documentation systems	Caseload or service data analysis used to prioritize services and allocate time effectively	Communication with staff regarding service schedules and access to supports	Coordination with support staff regarding implementation of services and interventions	Evidence demonstrating efficient service delivery systems supporting timely student supports	<b>Goal 3 — Ensure Operational Effectiveness and Fiscal Stability</b>

## 1e Compliance with Federal, State, and Local Requirements

Unsatisfactory	Basic	Proficient	Distinguished
<i>The teacher specialist does not meet federal, state, or local compliance requirements; documentation or services are missing, late, or inaccurate.</i>	<i>The teacher specialist meets most compliance requirements; some documentation or services are inconsistent or untimely.</i>	<i>The teacher specialist consistently meets federal, state, and local compliance requirements through accurate, timely documentation and service delivery.</i>	<i>The teacher specialist demonstrates exemplary compliance practice, supports colleagues in meeting requirements, and proactively addresses emerging regulatory changes.</i>
<b>Critical Attributes</b>			
<b>Adherence to Federal, State, and Local Regulations</b>			
<i>The teacher specialist is unfamiliar with applicable regulations or fails to adhere to required procedures.</i>	<i>The teacher specialist is familiar with applicable regulations; adherence is inconsistent.</i>	<i>The teacher specialist consistently adheres to federal, state, and local regulations governing service delivery and documentation.</i>	<i>The teacher specialist demonstrates expert understanding of applicable regulations and supports colleagues in maintaining compliance.</i>
<b>Timeliness of Required Documentation</b>			
<i>Required documentation is missing, late, or incomplete.</i>	<i>Required documentation is generally completed but timeliness is inconsistent.</i>	<i>Required documentation is completed accurately and within mandated timelines.</i>	<i>Required documentation is completed ahead of deadlines with high accuracy, contributing to school-wide compliance.</i>
<b>Communication of Procedural Safeguards</b>			
<i>Procedural safeguards are not communicated to families, or communication is inaccurate.</i>	<i>Procedural safeguards are communicated to families partially or inconsistently.</i>	<i>Procedural safeguards are communicated clearly and accurately to families, ensuring informed participation.</i>	<i>Procedural safeguards are communicated proactively and supportively, building family understanding and trust in the process.</i>
<b>Collaboration with Administration and CST for Compliance</b>			
<i>The teacher specialist does not collaborate with administration or CST teams on compliance matters.</i>	<i>Collaboration with administration and CST occurs occasionally; compliance coordination is partial.</i>	<i>The teacher specialist collaborates regularly with administration and CST teams to ensure regulatory compliance.</i>	<i>The teacher specialist leads compliance collaboration with administration and CST, contributing to systemic improvements in compliance practice.</i>

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
<b>1e. Compliance with Federal, State, and Local Requirements</b>	Observation of adherence to required procedures during service delivery or documentation	Compliance documentation; evaluation reports; service logs; timelines for required documentation	Compliance monitoring data ensuring services and documentation meet regulatory requirements	Communication with families regarding procedural safeguards and required documentation	Collaboration with administration and CST teams ensuring regulatory compliance	Evidence demonstrating timely completion of required documentation and delivery of mandated services	<b>Goal 3 — Ensure Operational Effectiveness and Fiscal Stability</b>

## 1f Evidence Design and Outcome Measures

Unsatisfactory	Basic	Proficient	Distinguished
<i>Outcome measures and progress monitoring tools are absent or inadequate to evaluate service effectiveness.</i>	<i>Outcome measures and progress monitoring tools are partial; data collection or analysis is inconsistent.</i>	<i>Outcome measures and progress monitoring tools are well designed and used consistently to evaluate intervention effectiveness.</i>	<i>Outcome measures and progress monitoring tools are rigorously designed, drive continuous improvement, and contribute to evidence-based practice across the school.</i>
<b>Critical Attributes</b>			
<b>Design of Progress Monitoring Tools</b>			
<i>Progress monitoring tools are absent or do not measure what they are intended to assess.</i>	<i>Progress monitoring tools exist but are partially aligned to service goals or inconsistently applied.</i>	<i>Progress monitoring tools are well designed, aligned to service goals, and consistently applied.</i>	<i>Progress monitoring tools are rigorously designed, sensitive to small changes, and adapted to capture individual student progress patterns.</i>
<b>Use of Baseline and Comparison Data</b>			
<i>Baseline data is not collected, or comparison to progress data is not conducted.</i>	<i>Baseline data is collected; comparison to progress data is partial or inconsistent.</i>	<i>Baseline data is collected systematically and compared with progress data to evaluate intervention effectiveness.</i>	<i>Multiple baseline points are collected; sophisticated comparison analysis drives precise evaluation of intervention effectiveness.</i>
<b>Evaluation of Intervention Effectiveness</b>			
<i>Interventions are not evaluated for effectiveness, or evaluation is superficial.</i>	<i>Interventions are evaluated occasionally; conclusions about effectiveness are tentative.</i>	<i>Interventions are evaluated systematically using data, leading to informed decisions about continuation or adjustment.</i>	<i>Interventions are evaluated with rigor, including consideration of confounding factors, and findings inform school-wide practice.</i>
<b>Use of Outcome Data to Inform Service Planning</b>			
<i>Outcome data is not used to inform future service planning.</i>	<i>Outcome data informs some service planning decisions; integration is inconsistent.</i>	<i>Outcome data is used consistently to inform service planning, adjustments, and resource allocation.</i>	<i>Outcome data drives strategic service planning, including resource reallocation and identification of practices to scale across the team.</i>

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
<b>1f. Evidence Design and Outcome Measures</b>	Observation of data review discussions informing service planning and intervention adjustments	Progress monitoring tools; intervention tracking systems; evaluation tools used to measure service effectiveness	Data analysis comparing baseline and progress monitoring data to evaluate intervention effectiveness	Communication with staff regarding data findings and service adjustments	Intervention team meetings reviewing student progress and determining next steps	Evidence demonstrating measurable improvement in student engagement, attendance, behavioral stability, or intervention success	<b>Goal 2 — Empower Data-Driven Decision Making and Accountability</b>

## DOMAIN 2

# Service Environment and Professional Practice

### Focus

Establishing safe, respectful, and inclusive service environments through clear routines, professional boundaries, and effective management of time, space, and caseload.

## 2a Safe, Respectful, and Inclusive Service Environment

Unsatisfactory	Basic	Proficient	Distinguished
<i>The service environment is unsafe, disrespectful, or exclusionary, limiting student access to or engagement with services.</i>	<i>The service environment is generally safe and respectful but inclusiveness or cultural responsiveness is uneven.</i>	<i>The service environment is safe, respectful, and inclusive, supporting student dignity and engagement with services.</i>	<i>The service environment is exceptionally affirming, culturally responsive, and fosters strong belonging, advancing student engagement and trust.</i>
<b>Critical Attributes</b>			
<b>Safety and Confidentiality</b>			
<i>The service environment does not protect student safety or confidentiality; sensitive information may be exposed.</i>	<i>Safety and confidentiality are generally maintained; lapses occur occasionally.</i>	<i>Safety and confidentiality are consistently maintained, building student and family trust.</i>	<i>Safety and confidentiality practices are exemplary, modeled for colleagues, and contribute to school-wide trust.</i>
<b>Respectful Interactions with Students and Staff</b>			
<i>Interactions with students and staff are disrespectful, dismissive, or harmful.</i>	<i>Interactions are generally respectful; tone or approach occasionally falls short.</i>	<i>Interactions are consistently respectful, professional, and supportive.</i>	<i>Interactions are warm, dignifying, and model strong professional relationships throughout the school community.</i>
<b>Cultural Responsiveness and Inclusion</b>			
<i>The service environment does not reflect cultural responsiveness; student identities are overlooked or marginalized.</i>	<i>The service environment reflects partial cultural responsiveness; inclusion of student identities is inconsistent.</i>	<i>The service environment is culturally responsive, affirming student identities and supporting equitable access.</i>	<i>The service environment is highly culturally responsive, with practices designed in consultation with students and families to advance belonging.</i>
<b>Access and Equity in Service Delivery</b>			
<i>Some students lack access to services they need due to environmental barriers or inequitable practices.</i>	<i>Most students have access to needed services; some barriers persist.</i>	<i>Students have equitable access to needed services, supported by clear procedures and proactive outreach.</i>	<i>Access to services is equitable, proactive, and continuously monitored to ensure no student is overlooked.</i>

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
<b>2a. Safe, Respectful, and Inclusive Service Environment</b>	Observation of respectful interactions with students and staff; evidence that services are delivered in a supportive, culturally responsive environment	Service environment guidelines; confidentiality procedures; protocols supporting student dignity and emotional safety	Analysis of climate or belonging data identifying patterns impacting student access to services	Communication with staff or families regarding student safety, respect, and service accessibility	Participation in school climate teams or safety planning discussions addressing student support environments	Evidence of improved student engagement, sense of belonging, or access to services	<b>Goal 4 — Strengthen Family and Community Partnerships</b>

## 2b Establishing and Maintaining Routines and Procedures

Unsatisfactory	Basic	Proficient	Distinguished
<i>Routines and procedures supporting service access and delivery are absent or unclear, creating barriers for students and staff.</i>	<i>Routines and procedures partially support service access and delivery; consistency is uneven.</i>	<i>Routines and procedures clearly support consistent service access and efficient delivery.</i>	<i>Routines and procedures are exemplary, anticipate needs, and contribute to school-wide efficiency in supporting students.</i>
<b>Critical Attributes</b>			
<b>Clarity of Referral and Intake Procedures</b>			
<i>Referral and intake procedures are unclear or unknown to staff, creating delays or missed referrals.</i>	<i>Referral and intake procedures exist but are inconsistently understood or followed.</i>	<i>Referral and intake procedures are clearly defined, communicated, and consistently followed.</i>	<i>Referral and intake procedures are highly efficient, well understood across the school, and continuously refined based on feedback.</i>
<b>Consistency of Service Workflows</b>			
<i>Service workflows are inconsistent, leading to unpredictable or inequitable service delivery.</i>	<i>Service workflows are generally consistent but vary across staff or situations.</i>	<i>Service workflows are consistent across the team, supporting reliable service delivery.</i>	<i>Service workflows are exemplary, integrated across providers, and contribute to school-wide effectiveness.</i>
<b>Procedural Communication with Staff</b>			
<i>Procedures are not communicated to staff, or communication is inaccurate or untimely.</i>	<i>Procedures are communicated to staff occasionally; clarity is partial.</i>	<i>Procedures are communicated to staff clearly and proactively, ensuring shared understanding.</i>	<i>Procedures are communicated with exceptional clarity, including training and ongoing support that builds staff capacity.</i>
<b>Use of Data to Refine Procedures</b>			
<i>Data is not used to evaluate or refine procedures; inefficiencies persist.</i>	<i>Data is used occasionally to refine procedures; refinement is partial.</i>	<i>Data on access, timeliness, and outcomes is used to refine procedures continuously.</i>	<i>Procedures are continuously refined through rigorous data analysis, driving school-wide improvements in access and efficiency.</i>

### Sources of Evidence

Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
<b>2b. Establishing and Maintaining Routines and Procedures</b>	Observation of clear service procedures supporting student access and consistent delivery of services	Referral procedures; intake forms; service workflow documentation; procedural guidelines	Analysis of referral or service access data identifying procedural barriers or inefficiencies	Communication with staff regarding procedures for referrals or access to supports	Collaboration with school teams to ensure consistent procedures across service providers	Evidence demonstrating improved access to services or more efficient referral processes	<b>Goal 3 — Ensure Operational Effectiveness and Fiscal Stability</b>

## 2c Managing Time, Space, and Caseload

Unsatisfactory	Basic	Proficient	Distinguished
<i>Time, space, and caseload are poorly managed, resulting in inefficient service delivery and unmet student needs.</i>	<i>Time, space, and caseload are managed adequately; some inefficiencies or gaps persist.</i>	<i>Time, space, and caseload are managed effectively, supporting timely and equitable service delivery.</i>	<i>Time, space, and caseload management is exemplary, anticipating demands and maximizing service impact across the school.</i>
<b>Critical Attributes</b>			
<b>Effective Scheduling of Services</b>			
<i>Scheduling is disorganized, leading to missed services, conflicts, or inefficient use of time.</i>	<i>Scheduling is generally functional; conflicts or inefficiencies occur regularly.</i>	<i>Scheduling is well organized, supporting timely service delivery and minimizing conflicts.</i>	<i>Scheduling is highly efficient, integrates with broader school schedules, and anticipates emerging needs.</i>
<b>Prioritization of Caseload Needs</b>			
<i>Caseload is not prioritized based on need; students with urgent needs may be overlooked.</i>	<i>Caseload is partially prioritized; urgent needs are addressed inconsistently.</i>	<i>Caseload is prioritized based on student need, ensuring students with greatest need receive timely services.</i>	<i>Caseload prioritization is data-driven, dynamic, and continuously refined to maximize impact across all students.</i>
<b>Use of Space to Support Service Delivery</b>			
<i>Service space is inadequate, inappropriate, or inaccessible, compromising service quality.</i>	<i>Service space is adequate but underutilized or partially appropriate.</i>	<i>Service space is well organized, appropriate, and supports effective, confidential service delivery.</i>	<i>Service space is optimized to support diverse service needs, accessibility, and student comfort.</i>
<b>Equitable Allocation of Service Time</b>			
<i>Service time is allocated inequitably; some students receive disproportionately less attention.</i>	<i>Service time allocation is generally equitable; some inequities persist.</i>	<i>Service time is allocated equitably based on documented need across the caseload.</i>	<i>Service time allocation is exemplary, continuously monitored for equity, and adjusted dynamically based on changing student needs.</i>

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
<b>2c. Managing Time, Space, and Caseload</b>	Observation of organized scheduling and effective management of service time and student caseloads	Caseload schedules; service prioritization logs; digital case management systems	Caseload or service delivery data analysis informing prioritization of student needs and allocation of service time	Communication with staff regarding scheduling and service availability	Coordination with support staff to manage services and ensure equitable access	Evidence that caseload management supports timely delivery of student services and interventions	<b>Goal 3 — Ensure Operational Effectiveness and Fiscal Stability</b>

## 2d Professional Boundaries and Ethical Conduct

Unsatisfactory	Basic	Proficient	Distinguished
<i>The teacher specialist does not maintain professional boundaries or ethical standards, compromising trust and effective service.</i>	<i>The teacher specialist generally maintains professional boundaries and ethical standards; lapses occur.</i>	<i>The teacher specialist consistently maintains professional boundaries and ethical standards, building trust with students, families, and staff.</i>	<i>The teacher specialist demonstrates exemplary ethical practice, models professional boundaries, and supports colleagues in navigating complex ethical situations.</i>
<b>Critical Attributes</b>			
<b>Maintenance of Confidentiality</b>			
<i>Confidentiality is not maintained; sensitive information is shared inappropriately.</i>	<i>Confidentiality is generally maintained; occasional lapses occur.</i>	<i>Confidentiality is consistently maintained in all interactions and documentation.</i>	<i>Confidentiality practices are exemplary, support a culture of trust, and are modeled for the school community.</i>
<b>Adherence to Professional Ethical Standards</b>			
<i>Professional ethical standards are not followed or are unknown to the teacher specialist.</i>	<i>Professional ethical standards are followed inconsistently.</i>	<i>Professional ethical standards are followed consistently in all aspects of practice.</i>	<i>Professional ethical standards are followed with sophistication; the teacher specialist consults on ethical questions across the school.</i>
<b>Professional Boundaries with Students and Families</b>			
<i>Professional boundaries with students and families are unclear or violated.</i>	<i>Professional boundaries are generally maintained; lapses occur in challenging situations.</i>	<i>Professional boundaries are maintained consistently, balancing warmth with appropriate distance.</i>	<i>Professional boundaries are modeled exemplarily, with thoughtful navigation of complex relational situations.</i>
<b>Ethical Decision Making in Practice</b>			
<i>Ethical decisions are made without reflection or consultation; outcomes may harm students or families.</i>	<i>Ethical decisions are made with some reflection; consultation is occasional.</i>	<i>Ethical decisions are made through careful reflection and consultation with colleagues or supervisors when needed.</i>	<i>Ethical decisions are made through rigorous deliberation; the teacher specialist serves as an ethical resource for colleagues.</i>

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
<b>2d. Professional Boundaries and Ethical Conduct</b>	Observation of professional interactions demonstrating adherence to ethical standards and confidentiality practices	Professional ethical guidelines; confidentiality documentation; records demonstrating adherence to ethical procedures	Review of compliance or professional practice records ensuring ethical standards are maintained	Communication with families or staff regarding confidentiality and ethical practice	Collaboration with administrators or CST teams when addressing ethical concerns or professional decision-making	Evidence demonstrating maintenance of professional standards and trust within the school community	<b>Goal 3 — Ensure Operational Effectiveness and Fiscal Stability</b>

## 2e Organizing Service Space and Access to Supports

Unsatisfactory	Basic	Proficient	Distinguished
<i>Service space is disorganized or inaccessible, limiting student access to supports.</i>	<i>Service space is organized adequately; some accessibility or organization issues persist.</i>	<i>Service space is well organized and accessible, supporting effective and confidential service delivery.</i>	<i>Service space is exemplary, supporting diverse service needs, accessibility, and student comfort across the school.</i>
<b>Critical Attributes</b>			
<b>Organization of Service Space</b>			
<i>Service space is disorganized; materials and tools are difficult to locate or use.</i>	<i>Service space is generally organized; some areas are inefficient or cluttered.</i>	<i>Service space is well organized, with materials and tools readily accessible for service delivery.</i>	<i>Service space is exceptionally organized, designed for efficiency, and continuously refined based on practice needs.</i>
<b>Confidentiality of Service Space</b>			
<i>Service space does not protect confidentiality; conversations or records may be exposed.</i>	<i>Service space generally supports confidentiality; lapses occur.</i>	<i>Service space consistently supports confidentiality of conversations, records, and student information.</i>	<i>Service space confidentiality is exemplary, with thoughtful design that fully protects student and family privacy.</i>
<b>Accessibility of Services for Students</b>			
<i>Services are difficult for students to access due to location, scheduling, or environmental barriers.</i>	<i>Services are generally accessible; some barriers persist for certain students.</i>	<i>Services are accessible to all students through clear locations, flexible scheduling, and removal of environmental barriers.</i>	<i>Service accessibility is exemplary, with proactive design that anticipates and removes barriers before they affect students.</i>
<b>Secure Documentation Systems</b>			
<i>Documentation systems are insecure, risking unauthorized access to sensitive student information.</i>	<i>Documentation systems are generally secure; occasional lapses occur.</i>	<i>Documentation systems are secure, with consistent practices protecting student information.</i>	<i>Documentation systems are exemplary, with rigorous security practices that exceed compliance requirements.</i>

### Sources of Evidence

Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
<b>2e. Organizing Service Space and Access to Supports</b>	Observation of organized service space supporting confidentiality, accessibility, and effective delivery of services	Service space organization; secure documentation systems; scheduling systems ensuring student access	Analysis of service utilization data identifying access gaps or scheduling challenges	Communication with staff regarding procedures for accessing services or service locations	Coordination with school staff to ensure students can access services efficiently	Evidence demonstrating improved student access to services and effective use of service space	<b>Goal 3 — Ensure Operational Effectiveness and Fiscal Stability</b>

## DOMAIN 3

# Service Delivery and Student Impact

### Focus

Delivering responsive, evidence-based services that engage students and families, monitor progress, and document outcomes to improve student well-being and achievement.

## 3a Responsiveness to Student Needs

Unsatisfactory	Basic	Proficient	Distinguished
<i>Services do not respond to identified student needs, or responses are delayed and ineffective.</i>	<i>Services partially respond to student needs; responsiveness is inconsistent across the caseload.</i>	<i>Services respond consistently to identified student needs, addressing academic, behavioral, social-emotional, and health concerns.</i>	<i>Services are exceptionally responsive, anticipating needs and adapting in real time to maximize student well-being and engagement.</i>
<b>Critical Attributes</b>			
<b>Identification of Student Needs</b>			
<i>Student needs are not identified, or identification is superficial.</i>	<i>Student needs are identified partially; some needs go unrecognized.</i>	<i>Student needs are identified accurately and comprehensively through data and observation.</i>	<i>Student needs are identified with depth, including underlying or co-occurring factors, supporting holistic service planning.</i>
<b>Timeliness of Service Response</b>			
<i>Service responses are delayed, leaving urgent student needs unaddressed.</i>	<i>Service responses occur but are sometimes delayed.</i>	<i>Service responses are timely, addressing student needs as they arise.</i>	<i>Service responses are highly responsive, often anticipating needs and preventing escalation.</i>
<b>Appropriateness of Interventions to Needs</b>			
<i>Interventions do not match identified student needs.</i>	<i>Interventions partially match student needs; alignment is inconsistent.</i>	<i>Interventions are well matched to identified student needs and grounded in evidence.</i>	<i>Interventions are precisely matched to needs, including consideration of cultural, developmental, and contextual factors.</i>
<b>Adjustment of Services Based on Student Response</b>			
<i>Services are not adjusted based on student response or progress.</i>	<i>Services are adjusted occasionally; responsiveness to student progress is inconsistent.</i>	<i>Services are adjusted regularly based on student response and progress data.</i>	<i>Services are adjusted dynamically, with sophisticated responsiveness to student progress, regression, and emerging needs.</i>

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
<b>3a. Responsiveness to Student Needs</b>	Observation of counseling sessions, health services, consultations, or interventions addressing identified student needs	Intervention plans; counseling notes; health care plans; service documentation supporting student interventions	Analysis of attendance, behavioral, academic, or social-emotional data identifying students requiring targeted supports	Communication with staff or families regarding intervention strategies and student needs	Student support team meetings; CST meetings; multidisciplinary collaboration addressing student needs	Evidence demonstrating improved student engagement, attendance, behavioral stability, or access to supports	<b>Goal 2 — Empower Data-Driven Decision Making and Accountability</b>

### 3b Use of Evidence-Based Practices

Unsatisfactory	Basic	Proficient	Distinguished
<i>Services are not grounded in evidence-based practices; interventions lack research support.</i>	<i>Services partially use evidence-based practices; implementation is inconsistent.</i>	<i>Services consistently use evidence-based practices, supporting effective intervention delivery.</i>	<i>Services demonstrate sophisticated use of evidence-based practices, including adaptation based on emerging research and student response.</i>
<b>Critical Attributes</b>			
<b>Selection of Evidence-Based Strategies</b>			
<i>Evidence-based strategies are not selected; interventions rely on intuition or tradition.</i>	<i>Evidence-based strategies are selected occasionally; selection is partially aligned to student needs.</i>	<i>Evidence-based strategies are selected consistently and aligned to student needs.</i>	<i>Evidence-based strategies are selected with precision, drawing from current research and adapted to individual student contexts.</i>
<b>Fidelity of Implementation</b>			
<i>Evidence-based practices are implemented without fidelity, compromising effectiveness.</i>	<i>Evidence-based practices are implemented with partial fidelity; key components may be omitted.</i>	<i>Evidence-based practices are implemented with fidelity to research-supported protocols.</i>	<i>Evidence-based practices are implemented with exemplary fidelity, including thoughtful adaptation that preserves core components.</i>
<b>Use of Data to Evaluate Practice Effectiveness</b>			
<i>The effectiveness of evidence-based practices is not evaluated.</i>	<i>Practice effectiveness is evaluated occasionally; data use is partial.</i>	<i>Data is used consistently to evaluate the effectiveness of evidence-based practices.</i>	<i>Rigorous data analysis drives evaluation of evidence-based practices, informing refinement and dissemination of effective approaches.</i>
<b>Integration of Emerging Research</b>			
<i>Emerging research is not consulted or integrated into practice.</i>	<i>Emerging research is consulted occasionally; integration is partial.</i>	<i>Emerging research is consulted regularly and integrated thoughtfully into practice.</i>	<i>Emerging research is actively pursued, critically evaluated, and integrated into practice; the teacher specialist contributes to advancing practice across the team.</i>

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
<b>3b. Use of Evidence-Based Practices</b>	Observation of implementation of research-based strategies during services or interventions	Documentation of evidence-based intervention strategies; service models; program implementation materials	Analysis of intervention data evaluating effectiveness of evidence-based practices	Communication with staff regarding strategies used to support students	Collaboration with instructional staff and specialists to implement effective intervention strategies	Evidence demonstrating improved student outcomes resulting from evidence-based services	<b>Goal 1 — Advance Instructional Excellence by Cultivating a High-Performing Workforce</b>

### 3c Engagement of Students and Families

Unsatisfactory	Basic	Proficient	Distinguished
<i>Students and families are not engaged in services; participation and communication are minimal.</i>	<i>Students and families are engaged partially; participation is inconsistent across the caseload.</i>	<i>Students and families are consistently engaged in services and support planning, building shared investment in outcomes.</i>	<i>Students and families are engaged as full partners in service planning and delivery, with engagement strategies that strengthen long-term support.</i>
<b>Critical Attributes</b>			
<b>Student Engagement in Services</b>			
<i>Students are passive recipients of services; engagement is minimal.</i>	<i>Students are engaged partially; engagement varies across the caseload.</i>	<i>Students are actively engaged in services through age-appropriate participation and goal setting.</i>	<i>Students are engaged as partners in their own support, building self-advocacy and ownership of progress.</i>
<b>Family Participation in Support Planning</b>			
<i>Families are not invited or supported to participate in service planning.</i>	<i>Families participate occasionally; participation is uneven across the caseload.</i>	<i>Families participate consistently in service planning through accessible meetings and communication.</i>	<i>Families are engaged as full partners in service planning, with proactive outreach and culturally responsive engagement strategies.</i>
<b>Communication with Families about Services</b>			
<i>Communication with families about services is absent or inconsistent.</i>	<i>Communication with families occurs occasionally; clarity and frequency are inconsistent.</i>	<i>Communication with families is consistent, clear, and supports family understanding of services.</i>	<i>Communication with families is exemplary, including proactive updates, multiple modes of access, and language and cultural responsiveness.</i>
<b>Use of Data to Identify Engagement Barriers</b>			
<i>Engagement barriers are not identified; low participation goes unaddressed.</i>	<i>Engagement barriers are identified occasionally; response to barriers is partial.</i>	<i>Engagement barriers are identified through data and addressed through targeted outreach and adjustments.</i>	<i>Engagement barriers are identified proactively through rigorous data analysis and addressed with strategic, culturally responsive interventions.</i>

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
<b>3c. Engagement of Students and Families</b>	Observation of student engagement during services and family participation in support planning	Parent meeting records; student participation documentation; family engagement plans	Analysis of engagement or participation data identifying barriers to family involvement	Communication with families regarding services, supports, and student progress	Collaboration with families and school staff to support coordinated intervention plans	Evidence demonstrating increased family participation or improved student engagement in services	<b>Goal 4 — Strengthen Family and Community Partnerships</b>

### 3d Monitoring Progress and Adjusting Services

Unsatisfactory	Basic	Proficient	Distinguished
<i>Student progress is not monitored, or monitoring data is not used to adjust services.</i>	<i>Student progress is monitored partially; adjustments to services are inconsistent.</i>	<i>Student progress is monitored systematically, and services are adjusted based on data and student response.</i>	<i>Student progress is monitored with sophistication, driving dynamic, evidence-based service adjustments that maximize student outcomes.</i>
<b>Critical Attributes</b>			
<b>Systematic Progress Monitoring</b>			
<i>Progress monitoring is absent or unsystematic.</i>	<i>Progress monitoring occurs occasionally; systems are partial.</i>	<i>Progress monitoring is systematic, consistent, and aligned to service goals.</i>	<i>Progress monitoring is rigorous, multi-source, and sensitive to incremental change.</i>
<b>Use of Baseline to Progress Comparison</b>			
<i>Baseline-to-progress comparisons are not conducted.</i>	<i>Baseline-to-progress comparisons occur occasionally; analysis is partial.</i>	<i>Baseline-to-progress comparisons are conducted systematically to evaluate intervention effectiveness.</i>	<i>Baseline-to-progress comparisons are sophisticated, considering trajectory, context, and confounding factors.</i>
<b>Adjustment of Services Based on Data</b>			
<i>Services are not adjusted based on progress data.</i>	<i>Services are adjusted occasionally; data-driven adjustment is inconsistent.</i>	<i>Services are adjusted regularly based on progress monitoring data and student response.</i>	<i>Services are adjusted dynamically through rigorous data-driven decision making, maximizing intervention effectiveness.</i>
<b>Communication of Progress and Adjustments</b>			
<i>Progress and service adjustments are not communicated to staff, families, or students.</i>	<i>Progress and adjustments are communicated occasionally; communication is partial.</i>	<i>Progress and service adjustments are communicated clearly to staff, families, and students.</i>	<i>Progress and adjustments are communicated proactively and supportively, building shared understanding and investment in outcomes.</i>

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
<b>3d. Monitoring Progress and Adjusting Services</b>	Observation of data review discussions or intervention planning meetings	Progress monitoring tools; intervention tracking documentation; service adjustment records	Analysis comparing baseline and progress monitoring data to evaluate intervention effectiveness	Communication with staff or families regarding adjustments to services or interventions	Intervention team meetings reviewing student progress and determining next steps	Evidence demonstrating measurable improvements in student outcomes following service adjustments	<b>Goal 2 — Empower Data-Driven Decision Making and Accountability</b>

### 3e Documentation of Service Delivery and Outcomes

Unsatisfactory	Basic	Proficient	Distinguished
<i>Service delivery and outcomes are not documented, or documentation is inaccurate.</i>	<i>Service delivery and outcomes are documented partially; accuracy or completeness is inconsistent.</i>	<i>Service delivery and outcomes are documented accurately and consistently, supporting compliance and continuity of care.</i>	<i>Documentation is exemplary, including detail that supports continuity of care, data analysis, and program improvement.</i>
<b>Critical Attributes</b>			
<b>Accuracy of Service Documentation</b>			
<i>Service documentation is inaccurate or incomplete.</i>	<i>Service documentation is generally accurate; gaps or errors occur regularly.</i>	<i>Service documentation is consistently accurate and complete.</i>	<i>Service documentation is exemplary, with precise detail that supports rigorous case management.</i>
<b>Timeliness of Documentation</b>			
<i>Documentation is delayed or missed, compromising service tracking.</i>	<i>Documentation is generally timely; occasional delays occur.</i>	<i>Documentation is completed within required timeframes, supporting timely service tracking.</i>	<i>Documentation is completed proactively, often ahead of deadlines, with high accuracy.</i>
<b>Alignment Between Documented Services and Student Outcomes</b>			
<i>Documented services do not align with student outcomes, suggesting inaccurate documentation or ineffective services.</i>	<i>Alignment between documented services and outcomes is partial.</i>	<i>Documented services align clearly with student outcomes, supporting evaluation of effectiveness.</i>	<i>Documented services align with outcomes through rigorous tracking that supports outcome attribution and program improvement.</i>
<b>Use of Documentation for Continuity of Care</b>			
<i>Documentation does not support continuity of care across providers or transitions.</i>	<i>Documentation supports continuity partially; gaps occur during transitions.</i>	<i>Documentation supports continuity of care across providers and transitions, ensuring uninterrupted services.</i>	<i>Documentation is designed for continuity, including thoughtful handoff practices that maintain student support across all transitions.</i>

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
<b>3e. Documentation of Service Delivery and Outcomes</b>	Observation of documentation practices supporting service delivery	Service logs; intervention documentation; counseling or therapy records	Analysis of service documentation ensuring services align with identified student needs	Communication with staff or families regarding service updates and outcomes	Collaboration with school teams to coordinate documentation and service tracking	Evidence demonstrating accurate service documentation and alignment between services delivered and student outcomes	<b>Goal 3 — Ensure Operational Effectiveness and Fiscal Stability</b>

## DOMAIN 4

# Professional Responsibility and Collaboration

### Focus

Maintaining accurate documentation, collaborating with staff and families, advocating for equity, reflecting on practice, and contributing to school improvement through evidence of outcomes.

## 4a Accurate Documentation, Reporting, and Integrity

Unsatisfactory	Basic	Proficient	Distinguished
<i>Documentation and reporting are inaccurate, incomplete, or compromised by integrity concerns.</i>	<i>Documentation and reporting are generally accurate; gaps or inconsistencies occur.</i>	<i>Documentation and reporting are accurate, complete, and demonstrate professional integrity.</i>	<i>Documentation and reporting are exemplary, demonstrate the highest integrity, and contribute to school-wide accountability.</i>
<b>Critical Attributes</b>			
<b>Accuracy and Completeness of Records</b>			
<i>Records are inaccurate or incomplete, undermining accountability.</i>	<i>Records are generally accurate; gaps or errors occur regularly.</i>	<i>Records are accurate, complete, and support compliance and program effectiveness.</i>	<i>Records are exemplary in accuracy and completeness, supporting rigorous analysis and accountability.</i>
<b>Timeliness of Reporting</b>			
<i>Reports are submitted late or missed.</i>	<i>Reports are generally submitted on time; occasional delays occur.</i>	<i>Reports are submitted within required timeframes consistently.</i>	<i>Reports are submitted proactively with high accuracy, contributing to school-wide reporting timeliness.</i>
<b>Integrity in Documentation</b>			
<i>Documentation integrity is compromised; data may be inaccurate or misleading.</i>	<i>Documentation integrity is generally maintained; lapses occur.</i>	<i>Documentation integrity is consistently maintained, with accurate representation of services and outcomes.</i>	<i>Documentation integrity is exemplary, modeling rigorous practice that supports trust in school data and reporting.</i>
<b>Compliance with Documentation Standards</b>			
<i>Documentation does not meet established standards or requirements.</i>	<i>Documentation meets most standards; some requirements are partially met.</i>	<i>Documentation meets established standards and regulatory requirements consistently.</i>	<i>Documentation exceeds established standards, supporting school-wide compliance and continuous improvement.</i>

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
<b>4a. Accurate Documentation, Reporting, and Integrity</b>	Observation of professional documentation practices and adherence to reporting procedures	Student records; service documentation; compliance logs; evaluation reports demonstrating accurate and timely record keeping	Review of documentation data identifying completeness, timeliness, and accuracy of service records	Communication with staff and families regarding documentation, services, and reporting procedures	Coordination with administrators and service teams to ensure documentation standards are maintained	Evidence demonstrating accurate documentation supporting student services and compliance requirements	<b>Goal 3 — Ensure Operational Effectiveness and Fiscal Stability</b>

## 4b Collaboration with Staff and Families

Unsatisfactory	Basic	Proficient	Distinguished
<i>Collaboration with staff and families is minimal or ineffective, limiting coordinated student support.</i>	<i>Collaboration with staff and families occurs but is inconsistent across the caseload.</i>	<i>Collaboration with staff and families is consistent and effective, supporting coordinated student services.</i>	<i>Collaboration with staff and families is exemplary, building strong partnerships that advance student outcomes across the school.</i>
<b>Critical Attributes</b>			
<b>Active Participation in Team Meetings</b>			
<i>Participation in team meetings is minimal or unproductive.</i>	<i>Participation in team meetings is consistent; contributions are partial.</i>	<i>Participation in team meetings is active and contributes meaningfully to coordinated planning.</i>	<i>Participation in team meetings is exemplary, often providing leadership that advances team effectiveness.</i>
<b>Effective Communication with Teachers and Staff</b>			
<i>Communication with teachers and staff is minimal, unclear, or ineffective.</i>	<i>Communication with teachers and staff is partial; clarity is uneven.</i>	<i>Communication with teachers and staff is clear, consistent, and supports coordinated services.</i>	<i>Communication with teachers and staff is exemplary, building shared understanding and proactive collaboration.</i>
<b>Engagement with Families as Partners</b>			
<i>Families are not engaged as partners; interactions are limited or transactional.</i>	<i>Families are engaged partially; partnership development is inconsistent.</i>	<i>Families are engaged as partners in student support through ongoing communication and shared planning.</i>	<i>Families are engaged as full partners, with culturally responsive practices that build strong, lasting partnerships.</i>
<b>Coordination of Interdisciplinary Services</b>			
<i>Interdisciplinary services are not coordinated, resulting in fragmented support.</i>	<i>Interdisciplinary services are coordinated partially; integration is inconsistent.</i>	<i>Interdisciplinary services are coordinated consistently across providers to support cohesive student services.</i>	<i>Interdisciplinary services are integrated exemplarily, with leadership that strengthens coordinated care across the school.</i>

### Sources of Evidence

Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
<b>4b. Collaboration with Staff and Families</b>	Observation of collaborative interactions with staff and families supporting student needs	Meeting agendas; team planning documents; case conference records	Analysis of collaboration outcomes identifying effectiveness of coordinated service delivery	Communication with teachers, families, and administrators regarding student supports and services	Participation in IEP meetings; CST meetings; intervention teams; interdisciplinary planning discussions	Evidence demonstrating coordinated services and improved student outcomes through collaborative efforts	<b>Goal 1 — Advance Instructional Excellence by Cultivating a High-Performing Workforce</b>

## 4c Advocacy for Students and Equity

Unsatisfactory	Basic	Proficient	Distinguished
<i>The teacher specialist does not advocate for students or address equity concerns; access barriers persist.</i>	<i>The teacher specialist advocates for students occasionally; equity advocacy is inconsistent.</i>	<i>The teacher specialist advocates consistently for students and addresses equity concerns in access to services.</i>	<i>The teacher specialist advocates exemplarily for students, drives equity initiatives, and addresses systemic barriers to support.</i>
<b>Critical Attributes</b>			
<b>Advocacy for Individual Students</b>			
<i>Individual student advocacy is absent or ineffective.</i>	<i>Individual student advocacy occurs occasionally; advocacy is inconsistent.</i>	<i>Individual student advocacy is consistent and effective in securing needed services.</i>	<i>Individual student advocacy is exemplary, including persistent and creative advocacy that secures supports across complex situations.</i>
<b>Identification of Equity Concerns</b>			
<i>Equity concerns are not identified; disparities in access or outcomes go unrecognized.</i>	<i>Equity concerns are identified occasionally; recognition is partial.</i>	<i>Equity concerns are identified through data and addressed through advocacy and service adjustments.</i>	<i>Equity concerns are identified proactively and addressed through systemic strategies that reduce disparities.</i>
<b>Addressing Barriers to Access</b>			
<i>Barriers to service access are not addressed; some students remain underserved.</i>	<i>Barriers to access are addressed occasionally; response is inconsistent.</i>	<i>Barriers to access are identified and addressed systematically, supporting equitable access for all students.</i>	<i>Barriers to access are anticipated and addressed proactively, with school-wide impact on equitable service access.</i>
<b>Advocacy for Subgroups and Marginalized Populations</b>			
<i>Subgroups and marginalized populations receive inadequate advocacy or attention.</i>	<i>Advocacy for subgroups is partial; attention to marginalized populations is inconsistent.</i>	<i>Advocacy for subgroups and marginalized populations is consistent and supports equitable outcomes.</i>	<i>Advocacy for subgroups and marginalized populations is exemplary, including leadership in equity initiatives across the school.</i>

## Sources of Evidence

Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
<b>4c. Advocacy for Students and Equity</b>	Observation of advocacy efforts supporting equitable access to services for students	Documentation of student advocacy efforts; service access reviews; equity monitoring records	Analysis of service access data identifying disparities in student support or participation	Communication with staff and families regarding equitable access to services and supports	Collaboration with school teams to address barriers to services for diverse student populations	Evidence demonstrating increased equitable access to supports and services for students	<b>Goal 4 — Strengthen Family and Community Partnerships</b>

## 4d Reflection on Practice and Professional Learning

Unsatisfactory	Basic	Proficient	Distinguished
<i>Reflection on practice is absent; the teacher specialist does not engage in professional learning.</i>	<i>Reflection on practice and professional learning occur occasionally; engagement is inconsistent.</i>	<i>Reflection on practice is consistent and informs professional learning that improves service effectiveness.</i>	<i>Reflection on practice is exemplary, driving rigorous professional learning that advances service quality and contributes to team growth.</i>
<b>Critical Attributes</b>			
<b>Accuracy and Depth of Self-Reflection</b>			
<i>Self-reflection is absent or superficial.</i>	<i>Self-reflection occurs occasionally; depth and accuracy are inconsistent.</i>	<i>Self-reflection is consistent, accurate, and identifies areas for growth.</i>	<i>Self-reflection is rigorous and incisive, identifying nuanced areas for growth that drive sustained improvement.</i>
<b>Engagement in Professional Learning</b>			
<i>Professional learning is not pursued; engagement is minimal.</i>	<i>Professional learning is pursued occasionally; engagement is partial.</i>	<i>Professional learning is pursued regularly and aligned to identified growth areas.</i>	<i>Professional learning is pursued strategically, including advanced training that builds expertise applied across the team.</i>
<b>Application of Learning to Practice</b>			
<i>Professional learning is not applied to practice; new approaches are not implemented.</i>	<i>Application of professional learning is partial; integration into practice is inconsistent.</i>	<i>Professional learning is applied to practice consistently, improving service delivery.</i>	<i>Professional learning is applied with sophistication, including thoughtful adaptation that maximizes impact on student outcomes.</i>
<b>Use of Service Data to Inform Professional Growth</b>			
<i>Service data is not used to inform professional growth.</i>	<i>Service data informs some growth planning; integration is partial.</i>	<i>Service data is used systematically to inform professional growth plans.</i>	<i>Service data drives strategic professional growth, with growth plans that target high-impact practice improvements.</i>

## Sources of Evidence

Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
<b>4d. Reflection on Practice and Professional Learning</b>	Observation of reflective discussions regarding professional practice and service delivery	Reflection logs; professional learning documentation; professional growth plans	Analysis of service data used to inform professional growth and practice adjustments	Communication with colleagues regarding learning goals and professional development	Participation in professional learning communities and collaborative reflection activities	Evidence demonstrating improved professional practices and service effectiveness	<b>Goal 1 — Advance Instructional Excellence by Cultivating a High-Performing Workforce</b>

## 4e Contribution to School Culture and Improvement

Unsatisfactory	Basic	Proficient	Distinguished
<i>The teacher specialist does not contribute to school culture or improvement initiatives.</i>	<i>Contribution to school culture and improvement is partial; engagement is inconsistent.</i>	<i>The teacher specialist contributes consistently to school culture and improvement initiatives.</i>	<i>The teacher specialist contributes exemplarily to school culture and improvement, often providing leadership that advances school-wide priorities.</i>
<b>Critical Attributes</b>			
<b>Participation in School Improvement Initiatives</b>			
<i>Participation in school improvement initiatives is absent.</i>	<i>Participation in school improvement is occasional; engagement is partial.</i>	<i>Participation in school improvement initiatives is consistent and meaningful.</i>	<i>Participation in school improvement is exemplary, often including leadership of initiatives that advance school priorities.</i>
<b>Contribution to School Climate</b>			
<i>Contribution to school climate is neutral or negative.</i>	<i>Contribution to school climate is positive but inconsistent.</i>	<i>Contribution to school climate is consistently positive, supporting a respectful and inclusive school environment.</i>	<i>Contribution to school climate is exemplary, with leadership that strengthens the culture across the school.</i>
<b>Engagement in Leadership Activities</b>			
<i>Engagement in leadership activities is absent.</i>	<i>Engagement in leadership activities is occasional; impact is partial.</i>	<i>Engagement in leadership activities is consistent and supports school priorities.</i>	<i>Engagement in leadership activities is exemplary, including leadership roles that drive school-wide improvement.</i>
<b>Support for Colleagues and Team Growth</b>			
<i>Support for colleagues and team growth is absent.</i>	<i>Support for colleagues is occasional; impact on team growth is partial.</i>	<i>Support for colleagues is consistent and contributes to team growth and effectiveness.</i>	<i>Support for colleagues is exemplary, including mentoring and consultation that advances practice across the team.</i>

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
<b>4e. Contribution to School Culture and Improvement</b>	Observation of participation in school improvement initiatives or climate activities	Documentation of involvement in school initiatives; climate improvement plans	Analysis of school climate or program data informing improvement initiatives	Communication with staff regarding school improvement strategies and initiatives	Participation in leadership teams; improvement committees; climate initiatives	Evidence demonstrating positive contributions to school climate, systems improvement, or student supports	<b>Goal 1 — Advance Instructional Excellence by Cultivating a High-Performing Workforce</b>

## 4f Using Evidence of Outcomes to Guide Continuous Improvement

Unsatisfactory	Basic	Proficient	Distinguished
<i>Evidence of outcomes is not used to guide improvement; practice does not evolve based on results.</i>	<i>Evidence of outcomes informs improvement occasionally; use is partial.</i>	<i>Evidence of outcomes is used systematically to guide continuous improvement of services and practice.</i>	<i>Evidence of outcomes drives rigorous continuous improvement, contributing to advances in practice across the school.</i>
<b>Critical Attributes</b>			
<b>Analysis of Outcome Data</b>			
<i>Outcome data is not analyzed, or analysis is superficial.</i>	<i>Outcome data is analyzed occasionally; depth of analysis is partial.</i>	<i>Outcome data is analyzed systematically to identify patterns and effectiveness.</i>	<i>Outcome data is analyzed with rigor, including consideration of multiple sources and contextual factors.</i>
<b>Use of Outcomes to Refine Practice</b>			
<i>Outcomes do not inform changes to practice.</i>	<i>Outcomes inform practice changes occasionally; integration is partial.</i>	<i>Outcomes inform practice refinements consistently, supporting improved service effectiveness.</i>	<i>Outcomes drive sophisticated practice refinements, including innovations that advance service effectiveness across the team.</i>
<b>Communication of Outcomes to Stakeholders</b>			
<i>Outcomes are not communicated to staff, families, or administrators.</i>	<i>Outcomes are communicated occasionally; clarity and frequency are inconsistent.</i>	<i>Outcomes are communicated clearly to stakeholders, supporting shared understanding of impact.</i>	<i>Outcomes are communicated strategically to multiple stakeholders, supporting school-wide investment in evidence-based practice.</i>
<b>Use of Outcomes for Program Improvement</b>			
<i>Outcomes are not used to inform program improvement.</i>	<i>Outcomes inform program improvement occasionally; use is partial.</i>	<i>Outcomes are used systematically to inform program improvement and resource allocation.</i>	<i>Outcomes drive strategic program improvement, including identification of practices to scale and resource decisions that maximize impact.</i>

Sources of Evidence							
Component	Observation	Artifact	Data Analysis	Communication	Collaboration	Outcome Evidence	District Goal
<b>4f. Using Evidence of Outcomes to Guide Continuous Improvement</b>	Observation of data review discussions informing improvement planning	Outcome reports; intervention success summaries; program evaluation documentation	Analysis comparing baseline and outcome data to evaluate service effectiveness	Communication with staff and administrators regarding findings and improvement strategies	Collaboration with school teams reviewing outcome data and planning improvements	Evidence demonstrating measurable improvements in student outcomes and effectiveness of support services	<b>Goal 2 — Empower Data-Driven Decision Making and Accountability</b>